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Introduction

The purpose of this introductory statement is to comment briefly upon some of the purposes which may be achieved, and some of the problems which should be surmounted in the teaching of sociology in high schools in Alberta.

There are at least three broad purposes toward which high school sociology should be oriented. These are (1) to teach a sociological orientation including some of the concepts and some of the sociological theory; (2) to communicate a conception of the nature of society, how it operates, perpetuates itself, and changes, and more specifically, something about Canadian society in these regards; and (3) to create some understanding of the problems which beset contemporary complex societies; and beset Canada in particular, of the processes which gave rise to them, and of how they may be best resolved. Each of these will be elaborated briefly.

There are two important reasons for learning the sociological orientation, or what C. Wright Mills has called the sociological imagination. The first is that this orientation is being used increasingly in the mass media: in MacLeans, Time Magazine, Saturday Night, Life, etc. David Riesman, author of The Lonely Crowd, was featured in a Time Magazine cover story, which gave considerable attention to his analysis of contemporary society. Many sociological concepts such as culture, social organization, alienation, anomie, in-group, and others are being more widely used with growing sophistication in the mass media. Thus, it is increasingly assumed that the man in the street will have sufficient sociological insight to follow the discussions which make use of these terms.

The second reason for learning the sociological orientation is that such knowledge contributes significantly to understanding why we do what we do, why others do as they do, and why society is changing as it is. Such understanding appears to be an important bulwark against the widespread feelings of confusion, fear and despair which have resulted in characterizing our day as the Age of Anxiety and its people as alienated men in the lonely crowd. Mills spoke of the sociological imagination as the ability to understand one's life and the events which characterized it as the result of the intersection of biography and history. One who can see only unpatterned and meaningless confusion may be able to achieve an overview which has order and significance if he can view life today analytically and in the perspective of the continuing evolution of society. Some knowledge of the categories and the process of sociological analysis will aid significantly to this end.

In order to understand what society is and how it perpetuates and changes itself, it is necessary to have perspectives and concepts which enable the student to achieve an overview. It is also necessary to be able to describe the processes which produce change and result in stability in various sectors of society, and in society as a whole. In a society which is growing and changing as rapidly as contemporary Canadian society is, it is most important that the citizens be aware of the changes which are taking place, why they are taking place, and what the advantages and disadvantages would be of exercising some control of these evolutionary processes. This implies that people should have an understanding of the dynamics of the problem-creating process.

There are unfortunately, formidable problems in the teaching of sociology in the high schools of Canada today. The first pertains to the availability of materials relevant to Canada. Unfortunately, there is no text based on the Canadian scene, and supplementary and outside reading materials are scarce. The result is that American texts must be used. This may create disinterest in students who are not concerned with the analysis of U. S. A. society. Too much emphasis upon the U.S.A. problems may create

This problem may be overcome by the hardworking, interested and enthusiastic teacher. The materials for sociological analysis are everywhere at hand, in the interaction of people, the cycles of life in hamlet, town or city, and in the events reported in the daily newspaper. If the teacher understands the concepts and the method of analysis of sociology, he can supplement the U. S. A. textual materials richly with examples drawn from situations with which the students are intimately familiar, thus arousing student interest and contributing to an understanding of life in Canadian society. The teacher can encourage his class in discussions and in essays, to think sociologically and analytically.

The key to the best high school teaching of sociology lies in mastery of principles of analysis by the teacher and by the student through the application of these principles to situations familiar to the student. The purpose of this curriculum guide is to bring together the current thinking on sociology at the high school level.

Time Allotments

Sociology 20 may be offered for 3, 4 or 5 credits and is an elective in Grades X, XI or XII. It would be expected that, when the course is offered for 3 credits, the material will be covered with less detail. When the course is offered for 4 or 5 credits, a more comprehensive treatment would be anticipated.

This is a survey course. The curriculum guide in sociology is suggestive of what might be covered. It is hoped that the teacher will not adhere rigidly to the topics but will make the course flexible enough to meet the varying needs of the students. It should be appreciated that the content available for study in sociology is unlimited; consequently, to exhaust any of the units by the teacher is not essential. After taking the course, the student is expected to have gained a perspective of sociology as a method of enquiry and an awareness of existing social problems.

Suggested Time Allotments

Unit I	1 Week
Unit II	2 Weeks
Unit III	3 Weeks
Unit IV	3 Weeks
Unit V	2 Weeks
Unit VI	5 Weeks
Unit VII	5 Weeks
Unit VIII	3 Weeks
Unit IX	5 Weeks
Unit X	2 Weeks
Unit XI	3 Weeks
Unit XII	2 Weeks
Total	36 Weeks

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Textbook:

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Secondary References:

Unit I

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Brown, Corrine, Understanding Other Cultures, Prentice-Hall.
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English, O. S., and Finch, S. M., Emotional Problems of Growing Up, Better Living Booklet, Science Research Associates.
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Lipset, Seymour M., Political Man, Doubleday and Company.
Laskins, R., Social Problems, A Canadian Profile, Chapter 3, 6.

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Unit IX Burgess, E. W. and Locke, Harvey, Family: From Institution to Companionship, American Book Co.
Cavan, Ruth S., Readings in Marriage and the Family, T. Y. Crowell.
Duvall, Evelyn M., Family Living, Macmillan.
Landis, J. T. and Mary G., Building a Successful Marriage, Prentice-Hall.
Landis, Paul, H., Making the Most of Marriage, Appleton-Century Crofts.

Unit X Hauser, Philip M., The Population Dilemna, Spectrum Book, S. A. A. - 10, Prentice-Hall.
Landis, Paul H. and Pratt, Paul K., Population Problems, (Second Edition) American Book Co.
Lenica, Jan and Sauvey, Alfred, Population Explosion, Visual Series 7036, Dell Publishing Co.
Simpson, Hoke S., The Changing American Population, Institute of Life Insurance.
Laskin, Richard, Social Problems, A Canadian Profile, Chapter 6 and 11.

Unit XI Neff, Mary F., Ethics for Everyday Living, Guidance Series Booklet, Science Research Associates.
Salisbury, W. S., Religion in America, Oxford Book Co.
Smith, T.V., Building Your Philosophy of Life, Guidance Series Booklet, Science Research Associates.
Spence, Hartzell, The Story of America's Religions, Apex Books, K-3, Abingdon Press.

Unit XII Hauser, Philip M., The Population Dilemna, Spectrum Book, S. A. A. 10, Prentice-Hall.
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Sax, Karl, The Population Explosion, Headline Series #120, Foreign Policy Association.
Simpson, Hoke S., The Changing American Population, Institute of Life Insurance.

Point of View

Unit One is introductory and turns attention to the nature of sociology which is a study of social relations and resulting problems. Sociology is a social science but as a science it deals with human interaction. It joined the family of social sciences at a fairly recent time, when there was a recognition that the fields of geography, economics, history and political science did not fully explain man's social behaviour. Sociology is of value in that accurate social knowledge is needed when any society becomes complex. Under conditions of rapid social change and specialized social relationships only accurate knowledge can serve as a basis for social policy and for individual adjustment.

UNIT I - THE SCIENCE OF SOCIOLOGY

The purposes of this unit are:

(1) to introduce the science of human relationships.
(2) to explain the nature and scope of sociology.
(3) to acquaint the student with the background of sociology.
(4) to explain the methods of sociology.
(5) to point out the value of sociology to mankind.

A. What is Sociology?

Sociology is a body of scientific knowledge about man's behaviour in relation to other men--about human relationships. It is a study of group life.

Sociology is divided into several fields.

1. Sociological Theory -- analyzes principles, concepts and generalizations of the science.
2. Historical Sociology -- studies societies of the remote as well as of the recent past to discover origins of and explanations for our present ways of life.
3. The Family -- considers the origin, evolution and function of this as well as the problems of today's family.
4. Human Ecology and Demography -- investigates the spatial distribution of human groupings (primary groupings and neighbourhoods), their relationship and also analyzes population changes and movements.
5. The Community -- analyzes the organization and problems of both rural and urban types of communities.
6. Sociology of Religion -- studies the church as a social institution, inquiring into its origin, development and forms, as well as into changes in its structure and function.
7. Educational Sociology -- studies the objectives of the school as a social institution, its curriculum and extra curricular activities, its relationship to the community and other institutions.
8. Political Sociology -- studies the social implications of various types of political movements and ideologies and the origin, development and functions of the government and the state.
9. Sociology of Law -- concerns itself with formalized social control, and inquires into the factors that bring about the formation of regulatory systems, as well as into the reasons for their adequacies and inadequacies as a means of control.
10. Social Psychology -- seeks to understand human motivation and behaviour as they are determined by society and its values.
11. Social Psychiatry -- deals with the relationships between social and personal disorganization.
12. Social Disorganization -- deals with the problems of maladjustment and malfunctioning, including problems of crime and delinquency, poverty and dependency, population movements, physical and mental disease, and vice and prostitution.

In addition to the areas listed above, there are a number of others, such as Cultural Sociology, Folk Sociology, The sociology of Art, Industrial Sociology, Medical Sociology, Military Sociology, The Sociology of Small Groups, and such special topics as social stratification, mass media of communication, public opinion and bureaucracy.

B. Relationship of Sociology to Other Social Sciences

Sociology is only one of a body of scientific studies called the social sciences, each of which studies a different aspect of man's behaviour. These include biology, anthropology, psychology, social psychology, economics and political science. All of these sciences explain much about man's social behaviour, but each deals with one part of it in isolation from the others. Sociology is the synthesizing and generalizing science of man in all of his social relationships.

Sociology , as a science, shares with the other sciences its method of observing, processing, and interpreting a given body of fact. The scientific method seeks knowledge on the basis of three assumptions:

(a) Man's use of sense experience (frame of reference).
(b) Man's use of reason (use of logic).
(c) Agreement among observers.

Sociology as a social science is made up of those bodies of knowledge obtained through the application of scientific method to the forms and contents of human interaction.

C. History of Sociology

Auguste Comte (1798 - 1857), a French philosopher, gave sociology its name, He combined the Latin word socius (meaning relationship) and the Greek word logos (meaning study). In his book The Course of Positive Philosophy he declared that sociology would explain man to himself.

Interest in sociology spread rapidly. Frederic Le Play of France developed the case of research. He studied a single person or groups in great detail. In England, Herbert Spencer (1820 - 1903) tried to show that all human societies develop, change, and grow in the same ways. An American, Lester Ward (1841 - 1913), declared that man could improve society as a result of learning more about human behaviour.

During the 19th and early 20th centuries, sociologists decided that sociology should be recognized as a science but they found that they could not conduct experiments as chemists could. It was Emile Durkheim (1858 - 1917) of France who published the first truly scientific study in the field of sociology. In Le Suicide he investigated the causes of suicide, present theories about these causes and tried to test them scientifically. Soon sociologists in Europe, China, India and the United States made similar studies of cultural contacts, religion and other subjects.

After World War I, various schools of sociology developed. They differed both on the methods sociologists should use, and on the purposes of sociology. Leading theorists included the Italian Vilfredo Pareto and the German Max Weber.

American sociologists took the lead in developing new ideas. Gradually, many turned away from social problems and concentrated more on normal aspects of human society. Three major trends developed.

One group of sociologists called for emphasis on collecting facts. The leaders of this group, William F. Ogburn and F. Stuart Chapin, thought sociologists should use the research methods of other sciences to gather facts. They emphasized the use of statistics.

A second group of sociologists stressed the necessity of finding out how individuals interpreted social facts. The leaders of this group were Robert E. Park and Ernest W. Burgess.

A third group believed that the various parts of a society fitted together and functioned to maintain the stability of the society. These men were followers of Talcott Parsons and Pitirim A. Sorokin.

The distinctive marks of 20th century sociology, however, lie in

(1) its delimitation as a separate social science.
(2) the emphasis placed upon research as the primary task of sociology.
(3) the concept of theory as a prelude to, and product of, research rather than an exercise in speculation.
(4) the broadened participation of sociologists in empirical investigation.
(5) the increasing use of statistical and experimental method.
(6) the increase in the number of sociologists and the widespread appearance of sociology in university and college curricula as a recognized academic discipline.

D. Methods of Sociological Investigation

1. The Historical Method -- Events and institutions of past civilizations are studied to explain our present forms of social life, our customs or ways of living.

2. The Comparative Method -- Various kinds of groups of peoples are studied in order to disclose the differences as well as the similarities in their ways of life.

3. The Statistical Method -- Social phenomena are measured mathematically in order to disclose relationships and to thus arrive at generalizations regarding their nature, occurrence and meaning.

4. The Case-Study Method -- This method involves an investigation and an analysis of all factors entering into the study of a condition, group, community, institution or individual. Interviews, questionnaires, schedules, life histories, pertinent documents of all kinds as well as the participant observation technique are used.

E. Impact of Sociology on Contemporary Society

Sociology has had increasing application to the solution of practical problems. The findings of sociological research have been utilized particularly in such fields as criminology, social work, education, race relations, government administration, marketing, communication, propaganda, public opinion polling, social psychiatry, industrial relations and marriage and family counselling.

In Canada, sociologists are employed by commercial and industrial concerns, by labour unions, by social welfare and adult education agencies and by governments. Sociology graduates now work for such federal agencies as the Dominion Bureau of Statistics, the Defence Research Board, the Departments of Labour, Citizenship and Immigration, and Health and Welfare.

UNIT II - MAN AND HIS ENVIRONMENTS: POTENTIALS AND LIMITATIONS

References: Sociology, Landis. Chapters 4, 5, 6, 7, 8, 10.

This unit deals with man and his various environments. There is a perpetual curiosity about how human beings got to be as they are in one part of the world and why they are different in other parts of the world. Is it a result of culture?

Our parents provide us with the hereditary capital with which our life begins. We have at birth all that heredity can give us. But from birth on, the forces of environment begin their work. The final product will be the effect of environment working on native capacities. How and why does man's various environments facilitate changes? What factors cause some deviation in the expected finished product?

A. Heredity and Environment

1. Heredity
2. Environment
3. Interaction of heredity and culture

B. The Geographical Environment

1. Adaptability of man
2. Geographical variability
3. Energy availability

C. The Culture Environment

1. The possiblities of culture
2. The necessity of culture - man's lack of instinct
3. Distinction between material and non-material
4. The distinctions between utilitarian and symbolic
5. Definition of culture
6. Culture and personality

D. The Social Environment

1. Definition of social environment
2. Value orientation of groups
3. Development of the "person"
4. Comparison of "social insects"
5. Place of interaction
6. Define groups

E. Kinds of Groups

1. Secondary
2. Primary

F. Forms of Interaction

1. Co-operation
2. Competition
3. Rivalry
4. Conflict

G. Benefits of Competition and Co-operation

1. Athletics
2. Society in general

H. Liabilities of Competition and Co-operation

1. Inferiority complex
2. Desire for recognition
3. Mental institution

UNIT III - CULTURE - THE MAN-MADE WORLD

This unit deals with our heritage, those things which we have inherited from the past. We would be different than we are if people who have preceded us had not been able to leave behind them advances toward a more highly civilized condition.

The purpose of this unit is to provide a study of what has gone before us in the story of mankind, so that we may better understand what we are today.

Every society possesses a culture. Regardless of the diversity of social structures that we examine, within each we find shared, and learned behaviour patterns. Each society has its universals, its specialties and its alternatives. Yet a pattern which is universal in one culture may be an alternative in another, and might not exist at all in a third society.

Since we are the recipients of an advanced culture, we assume an interest in how this condition came about; and we accept the responsibility for transmitting this heritage and its increase to those who are following us.

A. The Cultural Heritage

1. The clock of antiquity (historical orientation)
   a) Peking Man
   b) Heidelberg Man
   c) Neanderthal Man
   d) Cro-Magnon Man
   e) Early African Man
   f) American Indians

2. Cultural transcendence of environmental limitations
   a) The Stone Ages
   b) Paleolithic Period
   c) The Metal Ages

B. The Contemporary Canadian Culture

1. Regional and ethnic subcultures
   a) Indians
   b) Chinese
   c) German
   d) Negro
   e) Ukrainian
   f) Czechoslovakian

2. Overriding themes (distinction of Canadian Scene)
   a) Major Culture
   b) Subcultures
   c) European Heritage (Borrowing & Invention)

3. Ecological construction of province and cities
   a) Indians
   b) Chinese
   c) German
   d) Negro
   e) Ukrainian
   f) Czechoslovakian
   g) Religious Sects

C. Cultural Change

1. The conservative nature of man (fear of change)
   a) Psychological
   b) Social Psychological
   c) Institutional
   d) Accumulation
   e) Crises
   f) Resistance

2. Diffusion and cultural change
   a) Assimilation
   b) Accommodation
   c) Invention
   d) Borrowing
   e) Communication
   f) Geographical location
   g) Cultural variability
   h) Cultural universal
   i) Revolution in our culture

3. Inventions and social commitment to research and innovation
   a) Institutionalization of science
   b) Progress and competition
   c) Modern and premodern era of innovation
   d) Revolutionary change and the individual

4. Cultural lag
   a) New forms
   b) Ethical evaluation applied to "topic" in question
   c) Urban vs. rural population
   d) Tensions and conflicts

UNIT IV - GROUPS IN SOCIALIZATION

References: Sociology - Landis, Chapter 7, 8, 9, 10

The human infant is about as helpless as a creature can be and still be alive. His physical needs must be met by others, and he shows none of the social traits that he must acquire to fit into the human group.

How will he become a human being in fact instead of being born merely with hereditary equipment which entitles him to be one?

This is one of the main problems of sociology: to determine the influences that shape this helpless creature and make a human being out of him. What training will be required if he is to learn to talk, to smile, to grow into behaviour patterns that will enable him to live with the people or tribe into which he has been born?

This unit will deal with the problems of how much can be left to physical growth alone? How much to inborn patterns or instincts? How much must come through imitating other human beings?

Certainly groups will play a part. What groups are most vital? How do these groups help build human nature? This unit will give us partial answers to these problems.

A. The Development of the Social Self

1. Learning versus instincts
2. Awareness of self - physical, psychological and social
3. Assumption of various roles and statures
4. Wish fulfillment

B. The Role of Communication

1. The effect of language in the socialization process
2. Labels, self-definition and self-perception
3. Thoughts as sub-vocal communication

C. Small Groups (primary) in Socialization

1. Family
2. Peer group, neighbourhood (first major transition from family)

D. Secondary Group

1. The school
2. The church
3. The work group
4. Larger circles of involvement

E. Other Groups in Society

1. In-groups (two group)
2. Out-groups (they group)
3. Reference groups
4. Public
5. Aggregate
6. Formal
7. Informal

F. Define Human Nature

1. Mould theory
2. Mechanism of identity
3. Socialization forces

UNIT V - THE STRUCTURE OF SOCIETY

Reference : Sociology - Landis, Chapter 12

This unit deals with man's struggle for respect and the overwhelming need to be accepted.

Are we all social climbers? Why do we all have different statuses? It is virtually accepted that we play many parts in the various phases of our life and from these roles we win our status.

Each culture has its own rating scale. What makes for greatness in one society will not necessarily bring prestige in another.

Even within the subcultures of our own nation there are different scales of values by which men are rated.

No system of social control is fully adequate. No man in society is ever fully free to do as he pleases; from birth until death we live in a world of social control.

In our day in history, disorganization is produced by many new forces of change. How can we harness these forces and use them to contribute to man's progress?

A. Stratification, Power and Influence

1. Class structures (static descriptions)
2. Open and closed societies
3. Caste societies
4. Rigidity of caste vs. freedom of open caste
5. Highly stratified society
6. Social stratification

B. Social Mobility (Dynamic Description)

1. Horizontal
2. Vertical
3. Fluid Movement
4. Routes of mobility
   a) Education
   b) Occupation
   c) Marriage
   d) Wealth and status symbols
   e) Individual ability, talent and drive

C. Canadian Social Class Structure

1. Open class tradition
2. Upper class (upper, lower, middle)
3. Middle class (upper, lower, middle)
4. Lower class (upper, lower, middle)
5. Competition
6. Competition controls

D. Subcultures (Orientation)

1. Accommodation
2. Assimilation
3. Life changes (probabilities)

E. Finding Our Place In An Open-Class Society

1. Opportunities
2. Conflict
3. Overambition
4. Aim of democratic social structure
5. Social class and privilege
6. The upward climb and personal growth

UNIT VI - GOVERNMENTAL STRUCTURES AND ECONOMIC ORDER

Primary Reference: Sociology - Landis, Chapters 20, 21, 24, 25, 26, 27, 28

Although the state is a fairly recent development, there is no society which lacks a government. Wherever men live together they must obey rules of behaviour which keep them from interfering with one another. Such rules do not lessen men's liberty or prevent the fulfillment of their wishes but provide a more complete guarantee and satisfaction. Political institutions constitute one of the basic ways by which men establish and enforce these rules.

In the complex social world of today, many states exist and because of rapid transportation and communication these states have formed a world-wide social organization. However, out of the contacts and corflicts between various states have arisen perplexing problems, the greatest of which is the need for people to learn to live together happily in peace and with justice for all.

The purposes of examining governmental structures would be

(1) to understand some of the rights and duties of a citizen in a democracy.
(2) to know some of the characteristics and functions of the democratic state.
(3) to become aware of the relations between national states and to realize some of the problems which result from such international relationships.
(4) to appreciate the rule of the United Nations in international relationships.

Men can get a better living by working together than they can by working alone and civilized men have developed the art of working together to a high degree. This co-operation has resulted in industrialized societies, economic orders which call for a division of labor, for the large scale production of goods, for a world-wide search for markets and for money and credit to be used in national and international exchange.

But industry involves both material equipment and a system of social relations - the relationship of employer to employee. This relationship includes such problems and practices as collective bargaining, the control of industry, unemployment and provision for the weak, the sick, the aged, the maimed, the orphaned and widowed.

The purposes of examining the economic order in society are

(1) to examine the nature and function of economic institutions
(2) to understand the nature of the factory system.
(3) to know some of the problems of modern industry and the industrialized society.

A. The Democratic Process - Molding Public Opinion to Achieve United Action.

1. Freedoms
   a) of speech
   b) of the press

2. Public opinion - expressed in
   a) private conversation
   b) editorials
   c) radio, telivision
   d) books

3. Communication and its values
   a) creates common views
   b) the two-party system of government
   c) public opinion polls
   d) lobbying and pressure tactics

4. Application of democratic theory to communication
   a) freedom of press
   b) freedom to broadcast and televise public events

5. Evaluation of propaganda and advertisement
   a) use of propaganda in time of war
   b) use of propaganda by a dictator
   c) use of propaganda devices in advertising

6. Individual responsibility in democratic government
   a) the will of the majority prevails
   b) the right of the individual to a legal protest

B. Government (Umpire and Servant)

1. Development of government
   a) origin in a tribal or family council
   b) laws become a part of the cultural heritage
   c) growth of new laws from community needs.

2. Forms of government
   a) monarchy, aristocracy, democracy
   b) development of political parties

3. Government as a social control
   a) prohibitive function
   b) regulatory function

4. Government as a servant
   a) promotive function
   b) protective function

5. Federal vs provincial action
   a) division of powers

6. The responsibilities of government officials
   a) elected officials
   b) appointed officials
   c) violation of public trust

C. International Relationships

1. Post-war rehabilitation
   a) rebuilding industry
   b) creating employment
   c) stimulating trade
   d) helping to control subversive elements

2. Aid to underdeveloped nations
   a) economic aid
   b) technical assistance
   c) education

3. Free world alliances
   a) NATO, SEATO, CENTO, ANZUS, OAS
   b) European Common Market

4. Cold war and neutralism
   a) idealogical struggle between democracy and communism
   b) neutral position of many world nations
   c) the United Nations as a world peace organization

D. Persistent Problems in Foreign Affairs

1. The threat of nuclear warfare
2. World disarmament
3. Political instability in small nations
4. Competition for world markets - export and import

E. The Economic System

1. Economic life as a phase of culture
   a) hunting and fishing cultures
   b) nomadic cultures
   c) agrarian cultures
   d) handicraft cultures
   e) industrial cultures

2. Characteristics of an industrial culture
   a) efficient use of capital
   b) the factory system
   c) the mechanization of agriculture
   d) efficient distribution
   e) the price system

3. The business cycle
   a) prosperity
   b) recession (depression)
   c) recovery

4. Economic stability
   a) equalizing yearly spending by business firms
   b) an even rate of dividends
   c) improved economic forecasting
   d) improved farm programs
   e) banking reforms
   f) old age security benefits
   g) unemployment insurance
   h) fluctuating tax systems
   i) government spending
   j) government loans

5. Economic growth
   a) stimulants to economic growth
   b) obstacles to economic growth in underdeveloped lands.

6. Progress in world-wide economic development
   a) determination of world's population to progress
   b) technical aid for underdeveloped nations
   c) investment abroad
   d) gifts and loans for underdeveloped countries.

F. Labor Management Relations

1. Decline of self-employed workers
   a) few people work for themselves
   b) modern business is highly specialized

2. Rise of labor unions
   a) organized by the worker to protect his interests
   b) steps by which unions gained official recognition

3. Growth trend of unions
   a) unions have experienced little recent growth because
      (i) of an increase in white collar jobs
      (ii) of restrictions in union shops
      (iii) unions realize that their demands have limitations
      (iv) of the liberal treatment of non-union employees by some non-union employers

4. Settlement of labor management disputes
   a) disputes are mainly over
      (i) improvement in wages
      (ii) changes which threaten job security

   b) threat of strikes has been eased by
      (i) guaranteed annual wage
      (ii) mediation and conciliation
      (iii) grievance committees
      (iv) profit sharing plans
      (v) recognition of need for liberal wages

5. Competitive pricing, the problem of industry
   a) danger of inflation
   b) obligation to stockholders

G. Quest for Economic Security

1. Family protection vs protection in industrial societies
2. Old Age Security, Canada Pension Plan
3. Public Assistance
   a) Family Allowances
   b) Mothers' Allowances
   c) Federal-Provincial Hospital Insurance Program
   d) Services for chronically ill and physically disabled

4. Unemployment Insurance
5. Continuing welfare problems
   a) child welfare and protection
   b) mental health
   c) medical care for the aged
   d) increasing unemployment because of automation

UNIT VII - MINORITY GROUPS IN SOCIETIES

Primary Reference: Sociology - Landis, Chapter 30

Race prejudice, race pride and race consciousness are powerful influences in the modern world. Prejudice, a negative emotional attitude of prejudgment toward a group or people, has three main sources: the cultural heritage, the personality needs of the individual and, to a limited extent, the need for competitive advantages. The major result of prejudice is discrimination, the denial of equality of treatment to an individual or group of persons who desire this equality.

It is the relationship among peoples of various races, not only in North America but throughout the world, that constitute one of the major social problems of the twentieth century.

The purposes of this unit are

(1) to discover false ideas on the subject of race in general and about specific races.
(2) to learn the causes of racial prejudice.
(3) to learn the consequences of racial prejudice and discrimination.
(4) to examine the ways that can and are being used to reduce discrimination and prejudice.

A. Causes of Prejudice and Discrimination

1. Definition of prejudice
   - an unfavorable prejudgment

2. Nature and forms of discrimination
   a) general segregation
   b) school segregation
   c) housing segregation
   d) occupational limitation
   e) social restrictions
   f) voting discrimination
   g) aggression and conflict

3. Historical emphasis
   a) introduction of slavery into North America
   b) establishment of Indian reservations

4. Situational emphasis
   a) Scapegoat Theory
   b) economic competition and class conflict

5. Socio-cultural emphasis
   a) prejudice is learned
   b) cultural stereotypes
   c) cultural misconceptions about race

6. Prejudice as a generalized attitude
   - prejudice patterns become institutionalized

B. Consequences of Prejudice and Discrimination

1. For the minority group
   a) damaged self-concept - a feeling of inferiority
   b) marginality - lower incomes, less education, less chance for advancement, greater unemployment

2. For the majority group
   a) short-term gains, escape from hard, unpleasant, poorly paid work
   b) losses
      (i) invoking ignorance (loss of contact with reality)
      (ii) economic losses - low work output due to decline in morals
           - high social problem cost (delinquency)
      (iii) aggression and hostility
      (iv) conflict of moral values

C. Minority Group Relationships in the World Today

1. Canada
   a) local
   b) provincial - Hutterites, Indians
   c) federal - Indians, French, Doukhobors, Metis, Eskimos, immigrant groups, religious groups, immigration policies
   d) U.S.A. - Negro revolt, The American Indians, The Asian minority, Mexicans, Puerto Ricans
   e) U.S.S.R., England (West Indian immigrants) South African (apartheid)
   f) Upsurge of people in underdeveloped nations

D. Reduction of Prejudice and Discrimination

1. Control of discrimination through legislation
2. Affecting changes in prejudice through education
   a) intergroup education in schools
   b) courses in minority problems in secondary schools and universities, public and private, national, regional, provincial and local agencies

National Conference of Christians and Jews
National Association for the Advancement of Colored People
Anti-Defamation League of B'Nai B'rith
Federal Commission on Biculturalism

3. The effects of the control of prejudice
   a) can lead to a reduction
   b) can also lead to an increase

UNIT VIII - MARRIAGE AND FAMILY

References: Sociology - Landis, Chapters 16, 17, 18

This unit will deal with the family as a social institution. Since our society establishes the family through the institution of marriage, it is only logical that we incorporate marriage and the social factors leading to marriage in our study. Too many assumptions exist regarding dating and other teen-age activities. It is our hope that we can shed some light on these fallacies by looking at them analytically.

Life from the cradle to the grave is spent in the family. It is man's protection in infancy, his guide in youth, his haven in trouble, and his comfort in old age. No sooner is he free from the childhood ties of home than he begins seeking a mate with whom to make a nest of his own.

The family from ancient times has been built about institutional needs primarily, with needs of the individual secondary. To provide protection, food and shelter was more important than to guarantee personal happiness.

What are the major problems of the family? How has the family changed? Is our method of mate selection the best? The transition of the family creates many new problems. Can young people look at these aspects of the family and formulate a working concept to strengthen the family?

It is the basic intent of this unit to give sufficient grounds for the student to evaluate the modern family, marriage and dating trends.

A. A Brief History of the Family

   1. Structure
   2. Universal features
   3. Universal function
   4. First family
   5. Reasons for the family
   6. What history shows regarding the family
   7. Cyclopean Family
   8. Conjugal
   9. Consanguine

B. Types and Forms of Family (Marriages)

   1. Factors which dictate the form or type
   2. Types of marriage
      a) Group
      b) Monogamous
      c) Plolygyny
      d) Polyandry

3. Forms of family
   a) Time
   b) Place
   c) Food supply
   d) Over population
   e) Under population

4. Customs in mate choice

   1. Universal
   2. North American difference
   3. Types
      a) Wife purchase
      b) Wife capture
      c) Wife bargaining
      d) Levirate
      e) Sorate
   4. Love marriages
   5. Romantic love complex
   6. Romantic fallacy
   7. Love at "first sight"

C. New Family Formation

1. Endogamous
2. Exogamous
3. Patrinominal
4. Matrinominal
5. Patrilineal
6. Matrilineal
7. Joint Family
   a) Neolocal
   b) Patrilocal
   c) Matrilocal

D. Why Love Marriages?

1. Freedom from family status
2. Freedom from family economic ties

E. Contrasting Goals in Marriage

1. Goals of institutional family
2. Goals of love marriage
3. Companionship family
4. Democratic family

F. Canadian Family Structure

1. Transitional period
2. Canada family structure of today

G. Values in Mate Selection

1. If the association is to last
2. Factors of marriageability
3. Happy home
4. Importance of age factor

H. Family Cycle

1. Establishing
2. Expanding
3. Contracting
4. Disruptions (Death, Desertion, Divorce)
5. Engagement as a bridge to marriage

I. The 3 Stages of Marriage

1. Marital adjustment
2. Marital success
3. Marital happiness
4. Attraction should be built on something more than physical attraction
5. Sociological reasons for honeymoon
6. Major classes of restriction on marriage
   a) Sociological
   b) Biological

J. Problem Concepts of Mating and Dating

1. High mobility contact
2. Aim inhibited factor
3. Double standard
4. Diminishing returns
5. Assortative mating
6. Preferential mating
7. Propinquity
8. Celibacy
9. Rating-dating complex
10. Exploitation

K. Marriage and Status Awarding

1. Heterogamy
2. Homogamy
3. Hypergamy
4. Hypogamy
5. Bargaining
6. Coquetry

L. Dangers of Steady Dating

1. Getting too intimate
2. Sequence of D.R. will be insufficient (D.R. = diminishing returns)
3. Dating does not end in marriage
4. Illegitimate children
5. Emotional disturbances
6. Need to produce increasing stimuli

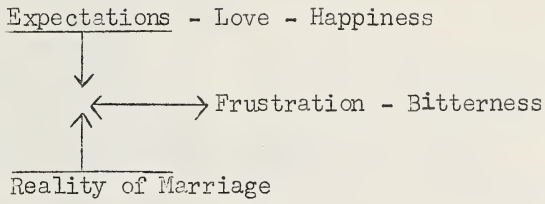
M. Love and the Romantic Complex

1. Psychobiological factors
   a) Man is capable of giving and receiving love (but man is not always loving)
   b) Love expressions are infinite
   c) Many reasons for love
   d) No one way is best

N. Cycle Leading to and Ending in Marriage

1. Friendship
2. Dating) Courtship
3. Steady dating)
4. Engagement
5. Marriage
6. Divorce, Desertion, Death

O. Marriage Analysis



P. Divorce

1. Failure in marriage
2. Divorce rate
3. What divorce applicants tell judge
4. Divorce and the child
5. Case-work approach and divorce
6. Judge Paul Alexander, Toledo, Ohio
7. Marital counselling

UNIT IX - CRIME, PUNISHMENT AND DELINQUENCY

Reference - Sociology - Landis, Chapters 19, 22

A great amount has been said regarding our sense of justice and the social contact as subjective means of enforcing social control. Individuals and groups, as they pursue their separate goals in the struggle for money, power, attention, and pleasure, are usually more concerned about how other individuals and groups obey the rules of social control than about their own compliance. Beyond that amiable outlook, there is widespread sullen resistance to living by the letter of the law.

The line between legal and illegal, lawabiding and criminal behaviour can be drawn somewhat thin. We must be concerned with the causes of crime as well as preventive measures.

Then comes a real problem, that of placing juvenile delinguency in it proper prospective in relation to crime. How are families and other social institutions associated with juvenile delinquency? Is the court concerned with the punishment of delinquents and criminal individuals, or is there a definite transition of philosophy taking place?

1. The Law and Crime and Punishment

(a) Limits of legal behaviour
(b) The individual
(c) Unofficial codes

(d) Difficulty of enforcement
(e) Delinquency and social class
(f) Economic pressure in Canada

2. Crime and Punishment

(a) The crime rate
(b) Statistics
(c) Past and present
(d) Classification of crime
(e) Professional, amateur, and one-time criminals
(f) Theories of crime
(g) Cultural factors in crime
(h) The cost of crime
    1. Police force
    2. Political graft
    3. Protective devices
    4. Actual losses due to crime

3. Punishment vs Reformation

(a) Prison reform movement
(b) Thomas Osborn
(c) Criminal courts
(d) Evolution of prison system
(e) Probation and parole
(f) Improvement of correctional procedures
(g) Is punishment necessary
(h) Punishment vs treatment
(i) Clash of philosophies

4. Juvenile Delinquency

(a) Behaviour problems of children
(b) Blocked wishes
(c) Broken homes
(d) Who is a delinquent
(e) Understanding the delinquent
(f) Delinquent subcultures
(g) School truancy
(h) Treatment and prevention of delinquency

5. Juvenile Court vs Criminal Court

(a) Structures
(b) Philosophies
(c) Operation
(d) Other agencies
    1. Child-guidance clinics
    2. Industrial schools
    3. Youth authority
    4. Delinquency prevention programs
(e) Methods
    1. Case-study
    2. Case conference
    3. Social welfare treatments

UNIT X - THE CONSERVATION OF HUMAN RESOURCES

Reference - Sociology - Landis, Chapters 29, 31, 32, 33

The purpose of this unit is to show that man has achieved the stage in his development where he can give attention to goals other than those which are involved in the basic existence. Today, man's primary goal is to develop a social order in which men and women can live in decency and health, can develop to a high degree of efficiency their innate abilities and talents and can exchange these developed talents and abilities for work, of a significant and satisfying type.

The specific purposes of this unit are

(1) to examine the growth and distribution of the world's population and the problems resulting from the present population explosion.
(2) to examine the ecological arrangements, rural and urban, and to become aware of the trends and problems of such arrangements.
(3) to realize the nature and function of education, to understand the importance of education to modern society and to know some of the problems of modern education.
(4) to become aware of what has and is being done to improve man's existence through better health.

A. Historical Growth of the World's Population

1. Growth during the past two centuries
2. Limitations on population increase
   a) infant mortality
   b) short life expectancy
   c) life span
   d) disease, famine and war (man's three scourges)
3. Malthusian theory of population

B. Present Growth

1. General trends
   a) Europe and North America
   b) Middle East
   c) Far East
   d) Africa
   e) South America

C. Future Growth

1. Projected estimates by demographers
2. Consequences of overpopulation
   a) food supply
   b) standards of living
3. Population control

D. Distribution of Population and Human Ecology

1. Canada
2. U. S. A.
3. World

E. History of the Community

1. Agricultural village
2. Isolated farms
3. Farm trade centres
4. Mediaeval towns
5. Ancient cities
6. Line settlement

F. Shift from Country to City (Urbanization)

1. Declining rural population
2. Increasing urban population

G. The Modern City

1. Reasons for urban growth
2. Problems

H. Theories of Urban Ecology

1. Concentric Zone Theory
2. Sector Theory
3. Multiple Nuclear Theory

I. New Trends in Urban Ecology

1. Slum clearance and urban renewal
2. Residential suburbs
3. Metropolitan areas
4. City planning
5. Improvements in urban governments

J. Trends in Rural Life

1. Decline in rural population
2. Increase in size of the farm and farm production
3. Breakdown of rural residents
4. Easier life for rural residents

K. Rural Problems

1. Changing institutions and social structures
2. Improving farm income
3. Improving educational systems and adult education

L. Education as a Socialization Process

1. Development of civic and patriotic responsibilities
2. Development of character-moral norms, social values
3. Transmission of the cultural heritage

M. Education and the Democratic Purpose

1. Literacy and democratic government
2. Illiteracy and dictatorship

N. Education and Innovation

1. An agent of progress
   a) material improvement
   b) cultural improvement

O. Education and Occupational Placement

P. Education and Vertical Social Mobility

Q. Challenges Facing Education

1. Providing more equal opportunities
2. Motivating the learner
3. Reducing the number of dropouts
4. Opportunities for the gifted child
5. Training in world understanding

R. Conquest of Disease

1. Control of communicable adult diseases
2. Control of childhood diseases

S. Control of Accidents

1. Industrial accidents
2. Traffic accidents
3. Accidents in the home

T. Mental Health Problems

1. Causes of mental diseases
2. Progress towards control and cure

U. Financing Illness

1. Health insurance
2. Government financial assistance

V. Public Health Services

1. Control of disease in the community
2. Health education
3. Health services provided by the school

W. Health and Personal Habits

1. Tobacco
2. Alcohol
3. Drugs

X. Improving the Health of the World

1. Disease
2. Malnutrition

UNIT XI - RELIGION AND ETHICAL IDEAL

References: Sociology - Landis, Chapter 34

It is difficult to study religious beliefs scientifically and to make objective judgements about the worthiness of any belief. It is possible, however, to see what religion does to a group in terms of collective and personal conduct. The purpose here is to see how religion functions in group life.

Organized religion in a modern culture such as our own is a highly complex social organization with numerous functions. It is possible to define religion as an emotional or spiritual reaction to the mysterious unknown, and a belief in the powers greater then man. Yet this is not the whole religion. Religion has been and continues to be an important force in shaping the character of man and his society.

1. Religion, a Universal Need of Man.
   a) Historical background
   b) Reasons for the development of religion
   c) Needs that are satisfied
   d) Religious institutions and why they developed
   e) Belief as a universal function
   f) Religion and science
   g) Religion and stratification

2. Religious Structures
   a) Religion and philosophy
   b) Animism (concept in mind and body)
   c) Impersonal power (mana, manitou)
   d) Informal groups
   e) Formal organization
      1. Church
      2. Sect
      3. Denomination
   f) Great religions of the world (membership)

3. Religious Roles
   a) Norms and practices
   b) Social roles
      1. Religious thinkers
      2. Mystics
   c) Priest, Rabbi or Pastor
   d) Religious executive

4. Religious Functions
   a) For continuity of society
   b) Institutionalized outlet for hopes and fears
   c) Sanctions the mores
   d) Economic motivation

5. Religion and Immortality
   a) Primitive belief
   b) Concepts of modern religion

6. The Increase in Religious Tolerance
   a) Intolerance
      1. War
      2. Martyrdom

b) History
   1. Moslems and Christians
   2. Catholics and Protestants
   3. Moslem, Hindu, and Sikh
   4. Christians in early Rome
   5. Reformation in Europe

7. Religion and Morality
   a) Religion
   b) Morality
   c) Ethics
   d) Christianity
   e) Religious institutions and human values

8. Religion and Family Life
   a) Family worship
   b) Social activities
   c) Functioneers serving as counsellors
   d) Traits necessary for family life

9. Organized Religions Today
   a) Elaborate institutions
   b) Material aspects
      1. Material symbolism
      2. Non-material symbolism
   c) Three principal church bodies of Western World
      1. Protestant
      2. Catholic
      3. Jewish

10. Denomination
    a) All aspects and problems
    b) Religion as a vital force
    c) Christianity -- world challenge

UNIT XII - THE FUTURE OF MAN

The purpose of this final unit is to develop in the student an awareness of the ever increasing and constant need of social planning in order to work out ways of solving human and social problems. A changing social order is beset with problems; but such a social order may quickly improve if human effort, through planning, is directed towards the improvement of human welfare.

A. Definition of Social Planning

B. The Methods of Social Planning

   1. Scientific study of each social problem
   2. Development of techniques for dealing with each social problem (Social policies)

C. Causes of Social Problems

   1. Lack of understanding of the workings of society
   2. Lack of adjustments between social institutions and changed material culture

D. Present and Future Social Trends and Problems

1. Illiteracy in many countries
   a) retards social, cultural and technological growth
   b) breeds suspicion, retards understanding and cooperation

2. Prejudice and discrimination, minority groups
   a) no restrictions on individual development because of race or creed

3. Maintaining and preserving democracy
   a) a greater public participation in government at all levels

4. The increasing life expectance
   a) care and security for the aged

5. The increasing world population
   a) new sources of food

6. Technological changes
   a) automation
   b) increased mechanization
   c) increased mobility
   d) increased leisure time

7. Nuclear Power
   a) limitations on use
   b) world disarmament

8. Crime and juvenile delinquency

9. Alcoholism, drug addiction, gambling

10. Mental disorder, mental deficiency, suicide

11. The city
    a) increasing size
    b) recreational facilities
    c) the automobile
    d) crime and delingquency
    e) government and finance

12. Development of a world community and such world institutions as a world government

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